

# School Accountability Report Card Reported for School Year 2004-05

*Published During 2005-06*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Clarke (Jack B.) High	<b>District Name</b>	Los Angeles County CYA
<b>Principal</b>	Leda Medearis	<b>Superintendent</b>	Glenda Pressley
<b>Street</b>	13200 South Bloomfield Ave.	<b>Street</b>	4241 Williamborough
<b>City, State, Zip</b>	Norwalk, CA 90650	<b>City, State, Zip</b>	,Sacramento , CA 95823
<b>Phone Number</b>	562-8689979 x 2303	<b>Phone Number</b>	916-262-1500
<b>FAX Number</b>	562-868-2899	<b>FAX Number</b>	916-262-1510
<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>	<b>Web Site</b>	<a href="http://www.cdcr.ca.gov">www.cdcr.ca.gov</a>
<b>E-mail Address</b>	lmedearis@cya.ca.gov	<b>E-mail Address</b>	gpressley@cya.ca.gov
<b>CDS Code</b>	90-32276-1931096	<b>SARC Contact</b>	Jim Cripe

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

### School Description and Mission Statement

Information about the school, its programs, and its goals.

JBCHS is located on the campus of the Southern Youth Reception Center and Correctional

Facility and is one of eight schools within the Department of Juvenile Justice. The facility currently houses 266 young men whose average age is 16 years and length of stay is 18.5 months. The high school provides an education programs that meets the State Standards with all the required core courses. In addition, there is English Language Development, prep classes for CASHEE preparation, career-vocational classes, basic skills, and Transition classes.

Our school also provides a diagnostic center for the young men coming into the Division of Juvenile Justice (DJJ).

The Mission Statement of Jack B. Clarke High School is to develop productive members of society, who actively pursue the fulfillment of their potential. As professional educators working together, we will provide instructional excellence to help build a community of quality learners. Our school will emphasize a supportive, safe, learning environment.

The Mission Statement for the California Education Authority (CEA): *“The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner.”*

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	<b>Leda Medearis</b>	<b>Contact Person Phone Number</b>	<b>562-868-9979 x2303</b>
Parental are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate at the Individual Education Plan Meetings.			

## II. Demographic Information

### Student Enrollment -- Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	27
Grade 1	0	Grade 10	45
Grade 2	0	Grade 11	62
Grade 3	0	Grade 12	56
Grade 4	0	Ungraded Secondary	21
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	211

### Student Enrollment -- Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by CBEDS.

Racial and Ethnic	Number	Percent	Racial and Ethnic	Number	Percent
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Subgroup	of Students	of Students	Subgroup	of Students	of Students
African American	93	35	Hispanic or Latino	128	48.0
American Indian or Alaska Native	0	0.0	Pacific Islander	1	0.0
Asian	3	1.1	White (Not Hispanic)	21	8.0
Filipino	1	0.0	Multiple or No Response	21	8.0

### III. School Safety and Climate for Learning

#### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

Date of Last Review/Update	June 2005	Date Last Discussed with Staff	Monthly Meetings
The high school conducts quarterly fire drills in conjunction with the security section of the institution. The drill also is used for natural disasters. Supervision of the students during the drills is a joint responsibility between the faculty and the security team members. School security is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband. All education personnel have personal alarms. All classrooms have either telephones or an intercom system for use in case of emergency. Safety training is on going for all staff.			

#### School Programs and Practices That Promote a Positive Learning Environment

Information about the school's efforts to create and maintain a positive learning environment, including the use of disciplinary strategies.

The high school provides an education program that meets the California State curriculum standards. Many of our classes include a curriculum infused with character education, which includes value-based themes. Our high school has also incorporated the values of "gate to gate" thinking and planning for all our students. We work cooperatively with the entire facility in focusing our students with the goal of pre-parole planning and successful parole strategies.
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#### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2003	2004	2005	2003	2004	2005
Number of Suspensions	0	0	0	0	0	0
Rate of Suspensions	0	0	0	0	0	0
Number of Expulsions	0	0	0	0	0	0
Rate of Expulsions	0	0	0	0	0	0

As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

## IV. School Facilities

### School Facility Conditions -- General Information

Information about the safety, cleanliness, and adequacy of school facilities, including the condition and cleanliness of the school grounds, buildings, and restrooms. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Ten of the original classrooms were built in 1954. The classrooms are clean and have been painted within a year ago. In 2003 all of the classrooms were upgraded with air conditioning. Heat is provided by an underground system in the floor. The school also has four trailers for classrooms. The school is clean, minor repairs occur during the school year. Classrooms have bathrooms that are cleaned on a regular schedule. Classrooms are considered small, however our class size is no greater than 18 students. The grounds are very manicured by the student landscape workers and the janitorial student workers keep the school and classrooms clean and the floors shining.

### School Facility Conditions -- Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed *Interim Evaluation Instrument*, including the school site inspection date, the *Interim Evaluation Instrument* completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	x		
Mechanical Systems			Some of old heating systems need replacement
Windows/Doors/Gates (interior and exterior)	x		
Interior Surfaces (walls, floors, and ceilings)			Trailers are outdated and need to be replaced
Hazardous Materials (interior and exterior)	x		
Structural Damage	x		
Fire Safety	x		
Electrical (interior and exterior)			Not enough electrical to power all the student computers f
Pest/Vermin Infestation	x		

<b>Drinking Fountains (inside and outside)</b>	x		
<b>Restrooms</b>	x		
<b>Sewer</b>	x		
<b>Playground/School Grounds</b>	x		
<b>Other</b>			

## V. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST -- All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>English-Language Arts</b>	1	0	1	4.4	5.8	3	35	36	40
<b>Mathematics</b>	0	0	0	6	2.5	1.5	35	34	38
<b>Science</b>	0	0*	1*	4.3	2.5	.7	27	25	27
<b>History-Social Science</b>	6	2	*0	2.9	2.9	1.8	28	29	32

### CST -- Racial and Ethnic Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English-Language Arts</b>	0	0	*1	0*	0	0	0 *

<b>Mathematics</b>	*0	0	0	0	0 *	0	0
<b>Science</b>	*1	0	0	0	0 *	0	0
<b>History-Social Science</b>	0	0	0	0	0*	0	0

### CST -- Other Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
<b>English-Language Arts</b>	1	0	0	1	0	0
<b>Mathematics</b>	0	0	0	0	0	0
<b>Science</b>	*1	0	0 *	0*	*0	0
<b>History-Social Science</b>	*0	0	*0	0*	0	0

### Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### NRT -- All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Reading</b>	11	5	na	9.5	8.25		43	43	41
<b>Mathematics</b>	7	5	na	6.6	6.8		50	51	52

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### NRT -- Racial and Ethnic Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>Reading</b>	na	na	na	na	na	na	na
<b>Mathematics</b>	na	na	na	na	na	na	na

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### NRT -- Other Subgroups

Data reported are the percent of students scoring at or above the 50th percentile for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students With Disabilities	Migrant Education
Reading	na	na	na	na	na	na
Mathematics	na	na	na	na	na	na

No test results are available for 2005. State Board discontinued Calif. Achievement test 6 for grades 8-12.

### Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10			10			10			30
11			23			23			16
12			35			35			35

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5							24.5	26.7	22.3
7							28.8	30.9	26.8
9	0.0	N/A	0.0	10.1	11	10.0	26.7	25.8	27.5

### Academic Performance Index

### Adequate Yearly Progress (AYP)

### Federal Intervention Program

As an alternative school, JoHanna Boss High School's performance is measured by the ASAM program instead of the API, AYP, and PI indices.

## State Award and Intervention Programs

*Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.*

## VI. School Completion (Secondary Schools)

### California High School Exit Examination (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006, when they can be reported for the entire potential graduating class. At that time, the data are expected to be disaggregated by special education status, English learners, socioeconomically disadvantaged status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include grade 9 through 12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9 through 12 dropouts divided by grades 9 through 12 enrollment) multiplied by 100. The graduation rate, included as one of the requirements of California's definition of Adequate Yearly Progress as required by the federal No Child Left Behind (NCLB) Act, is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>Enrollment (9-12)</b>	421	326	345	5,058	3,861	3,296	1,772,417	1,830,903	1,876,927
<b>Number of Dropouts</b>	0	0	0	0	0	0	47,871	58,189	61,253
<b>Dropout Rate (1-year)</b>	0.0	0.0	0.0	0.0	0.0	0.0	2.7	3.2	3.3
<b>Graduation Rate</b>	100	100	100	100	100	100	87.0	86.7	85.3

## VII. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2003		2004		2005	
	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms	Avg. Class	Number of Classrooms



	Size	1-20	21-32	33+	Size	1-20	21-32	33+	Size	1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	16.7	7			9.0	11			12.5	12		

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2003			2004			2005		
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size
		1-22	23-32	33+		1-22	23-32	33+	
English					7.0	1			9.1
Mathematics					13.0	2			12.4
Science					9.0	2			12.5
Social Science					12.5	6			11.4

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	Percent of Students Participating		
	2003	2004	2005
K	N/A	N/A	N/A
1	N/A	N/A	N/A
2	N/A	N/A	N/A
3	N/A	N/A	N/A

## VIII. Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes
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	In Core Academic Subjects Taught by NCLB Compliant Teachers
<b>This School</b>	100%
<b>All Schools in District</b>	95%
<b>High-Poverty Schools in District</b>	0.0
<b>Low-Poverty Schools in District</b>	0.0

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	12	11	17
<b>Teachers with Full Credential</b>	11	10	16
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)	0	0	2
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	2
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	1	1	1
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	1	1

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	21	1

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	0.0	6.3
<b>Master's Degree plus 30 or more semester hours</b>	23.5	9.4
<b>Master's Degree</b>	11.8	25.0

<b>Bachelor's Degree plus 30 or more semester hours</b>	52.9	43.8
<b>Bachelor's Degree</b>	5.9	6.3
<b>Less than Bachelor's Degree</b>	5.9	9.4

### **Vacant Teacher Positions**

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. For the 2005-06 school year, the most currently available data are reported.

	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Vacant Teacher Positions</b>		2	2

### **Teacher Evaluations**

Information about the procedures and criteria for teacher evaluations.

Teachers are evaluated a minimum of one time per year. The evaluation process involves direct classroom observation by an assistant principal or site principal. A standard rubric of classroom observation is used during the evaluation period. The evaluation is intended to be a cooperative effort with the teacher describing the students and curriculum as well as a description of the various strategies used to help the students achieve. Evaluations also include a review of classroom operations, students files, grading and student attendance.

### **Substitute Teachers**

Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.

Substitute teachers are either permanent intermittent teachers or temporary appointment teachers. All have a minimum of a 30 day emergency teaching permit, passed the CBEST, and have undergone the CEA background check. For the school year, the high school had 4 substitute teachers.

### **Counselors and Other Support Staff**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	FTE
<b>Library Media Teacher (Librarian)</b>	1.0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	2
<b>Other</b>	

### Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0

## IX. Curriculum and Instruction

### School Instruction and Leadership

Information about the structure of the school's instructional program and the experience of the school leadership team.

The teachers have received training in the use of cooperative learning as well as specifically designed instruction for second language students. The teachers in the literacy classes have also received implicit instruction on strategies in the classroom to ensure that students are gaining reading comprehension, developing oral reading skills and writing skills. Jack B. Calrke HS has attained accreditation from the Western Association of Schools and Colleges (WASC). The school has a WASC leadership team that provides guidance and communication related to achieving the School wide goals. Also, teachers work on District Curriculum , Literacy, Science, English Language and Technology.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

During the development days the faculty works on issues supporting accreditation, core curriculum, special education, institutional safety, employee safety as well as new policy and procedures. Additionally, teachers and faculty members attend continuing education by attending conferences, SELPA Activities and training sponsored by the district.

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	excellent
Mathematics	Coming on board for July 2006
Science	excellent

<b>History-Social Science</b>	excellent
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### Availability of Sufficient Textbooks and Instructional Materials

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	excellent
<b>Mathematics</b>	good
<b>Science</b>	excellent
<b>History-Social Science</b>	excellent
<b>Foreign Language</b>	na
<b>Health</b>	na
<b>Science Laboratory Equipment (grades 9-12)</b>	okay

### Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>K</b>		36,000
<b>1</b>		50,400
<b>2</b>		50,400
<b>3</b>		50,400
<b>4</b>		54,000
<b>5</b>		54,000
<b>6</b>		54,000
<b>7</b>		54,000
<b>8</b>		54,000
<b>9</b>	64,800	64,800
<b>10</b>	64,800	64,800
<b>11</b>	64,800	64,800
<b>12</b>	64,800	64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	242	180 days
10	242	180 days
11	242	180 days
12	242	180 days

### Minimum Days in School Year

Information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

5 minimum days.

## X. Postsecondary Preparation (Secondary Schools)

### Advanced Placement and International Baccalaureate Courses

Data reported are the number of Advanced Placement (AP) and International Baccalaureate (IB) courses and classes offered, and the enrollment in various classes. The data for fine and performing arts include AP Art and AP Music, and the data for social science include IB Humanities.

**No data are available for this section**

### Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of student enrollment in courses required for University of California (UC) and/or California State University (CSU) admission. The percent of student enrollment is calculated by dividing the total student enrollment in courses required for UC and/or CSU admission by the total student enrollment in all courses. *Note: Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.*

Student Enrollment In All Courses	Student Enrollment In Courses Required For UC and/or CSU Admission	Percent of Student Enrollment In Courses Required For UC and/or CSU Admission
21	0	0%

### Graduates Who Have Completed All Courses Required for University of California (UC) and/or California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for University of California (UC) and/or California State University (CSU) admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses	Percent of Graduates Who Have Completed All Courses
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	Required For UC and/or CSU Admission	Required For UC and/or CSU Admission
35	35	100%

### SAT Reasoning Test

Data reported are the average verbal and math scores for Grade 12 students at the school, district, and state level who voluntarily take the SAT Reasoning Test for college entrance. Data are also reported for total grade 12 enrollment and percent of grade 12 enrollment taking the test. Students may take the test more than once, but only the most recent score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at <http://www.cde.ca.gov/ds/sp/ai/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
<b>Grade 12 Enrollment</b>	0	0	0	448	69	71	385,356	395,194	409,576
<b>Percent of Grade 12 Enrollment Taking Test</b>	0	0	0.0	0.7	0.0	0.0	36.7	35.3	35.9
<b>Average Verbal Score</b>	0	0	0				494	496	499
<b>Average Math Score</b>	0	0	0				518	519	521

### College Admission Test Preparation Course Program

Information about the school's college admission test preparation course program.

Jack B. Clarke H S does not have a college admission test preparation course. Jack B. Clarke HS does have college courses.

### Workforce Preparation Programs

Information about the school's career technical education programs and classes.

Students at Jack B. Clarke are involved in an employability –transition program. As part of their, students are asked to develop a plan that includes employment and future education that can be completed while on parole. All special education students have a transition plan as part of their individual Plan. Currently, the school is beginning to address the transition plan for students qualified under the Title 1 guidelines

### Career Technical Education (CTE) Programs

Data reported are enrollment and program completion from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2003-2004 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Grade 9-12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
N/A						

## XI. Fiscal and Expenditure Data

## Teacher and Administrative Salaries (Fiscal Year 2003-04)

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	California Education Authority <sup>1</sup> District Amount	State Average For High School Districts In Same Category (ADA > 4,000)
<b>Beginning Teacher Salary</b>	\$49,224 – \$59,832	\$36,464
<b>Mid-Range Teacher Salary</b>	\$51,564 – \$62,616	\$61,925
<b>Highest Teacher Salary</b>	\$54,036 – \$68,928	\$77,260
<b>Average Principal Salary</b>	\$65,244 – \$83,292	\$109,001
<b>Superintendent Salary</b>	\$95,340 – \$105,108	\$158,638
<b>Percent of Budget for Teacher Salaries</b>	95%	38.1%
<b>Percent of Budget for Administrative Salaries</b>	1%	5.2%

Negotiations are in process for an enhanced pay structure for CEA teachers.

## District Expenditures (Fiscal Year 2003-04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District	District	State Average For Districts In Same Category	State Average All Districts
<b>Total Dollars Expended</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>	<b>Dollars Expended Per Student (ADA)</b>
pending	pending	\$7007.	\$6919.

These data are incomplete and approximate. Due to departmental consolidation (CDC and CYA) complete expenditure numbers will not be available until approximately September 2006.

## Types of Services Funded

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.



Title 3/ELL

Carl Perkins/Part A - State Leadership

Carl Perkins/Part B - Secondary Education

Workforce Investment ACT – Adult Education, Family Literacy

Special Education/IDEA Part B

Library-Media Program

Prop 98/General Fund

Lottery – State Special Fund